**Breakdown of a week: Justice Week**



Electives:

Students continue to participate in their two electives throughout the term. The school schedules electives during sessions 1-3 each Monday and Thursday. These 6 periods are when Galileo staff are able to plan curriculum and participate in meetings.

Team Project:

Students are provided with between two and five sessions a week in which to work on their term long investigations – their Team Project. They are allocated to a group of approximately four students who all share an interest in their topic [students nominate four topics at the start of the term and the staff draw from the pool of interests in order to create approx. 16 groups].

Each Galileo teacher oversees four Team Project groups, providing support in terms of their team development, completion of key tasks and any challenges they encounter during their journey.

Team Project sessions occur within the context of Homegroup – time may be allocated exclusively to the project or may be allocated to pastoral concerns or skill development.

Distributive Justice:

This is a highly interactive simulation, which recreates a market driven society in which groups of students compete to earn money by producing specific shapes. Groups receive an unequal distribution of resources and all have to deal with market fluctuations. A broader discussion emerges at the conclusion of the simulation – extending their experience of inequity and wealth creation to a consideration of how wealth and access to resources is distributed globally.

Community Service:

Students are allocated to a community based organisation [childcare centre, primary school, opportunity shop, etc.] for the duration of the term. Each week, students attend the organisation for approximately 90 min on either a Tuesday morning or Thursday afternoon. While at their community service placement, they provide support by participating in lessons, attending to the needs of the children or assisting in the day to day running of the shop. Students develop key life skills which enrich them personally, while increasing their employability.

Skills Workshop – Activism

While half the cohort attends community service, the other half participate in a skills based workshop related to the week’s theme.

The activism workshop is designed to stimulate thought and discussion amongst students in terms of key issues that affect society and how they might be able to contribute their individual skills and personal qualities to campaigns that promote change and education.

Fair Trade / Australian Political System:

Students are provided the opportunity to select a class based on their interests. In this instance, they have a choice between learning about the nature of consumerism and the impact trade practices have on communities and the environment; or, they learn about the way in which the Australian political system is structured and how voting works in elections – following this, they are able to participate in a voting simulation.

What is Fair? :

A highly interactive session in which students are forced to recognise that fairness is a relative concept that reflects cultural norms as well as individual expectations and experiences. Students are provided with a range of scenarios that could all be considered ‘unfair’. They must work in groups to create a spectrum of fairness – this exercise requires students to negotiate and advocate.

Trails:

Justice week trails provide an opportunity for students to engage directly with institutions that create, interpret and uphold justice in the community.

All students have the opportunity to visit the Magistrates’ Court for two hours, during which time they meet a magistrate, observe cases and move around the different courts independently. Students visit the courts either on the Wednesday or the Friday.

In addition to the court visit, students have the opportunity to choose between a range of different activities including:

* Community Legal Education about youth rights at a local community legal centre.
* A visit to the Neighbourhood Justice Centre.
* A visit to the Old Melbourne Jail.
* A visit to Parliament House.
* A visit to local activism groups – such as AYCC [Australian Youth Climate Coalition].
* Participation in a Salvation Army homelessness tour.

Vote for Me:

Vote for Me is a session based around a documentary of a school election held in China in which students grapple with the application of democracy in the classroom.

Following the documentary, students enter into discussions about the nature of democracy and corruption, debating whether they believe democracy is a flawed system and if corruption is an inevitable aspect of politics.